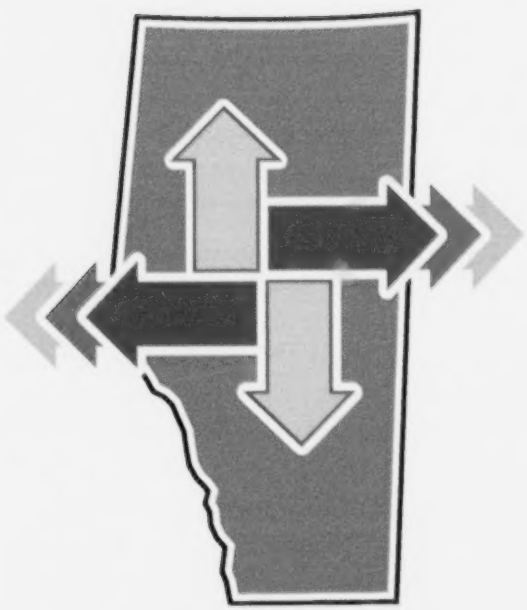
Alberta Council on Admissions and Transfer

2009–2012 Business Plan



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Alberta Council on Admissions and Transfer (ACAT) Business Plan 2009-2012

MANDATE

Established in 1974, the Alberta Council on Admissions and Transfer serves as an independent body through which stakeholders work cooperatively for the benefit of learners to ensure smooth secondary to post-secondary and post-secondary to post-secondary transitions and effective transferability of courses or programs within the post-secondary system.

ACAT provides leadership to Alberta's post-secondary transfer system to achieve:

- increased educational opportunities for adult learners through student transfer; and
- accurate information for learners about admission and transfer opportunities.

ACAT operates with the support of the Minister responsible for advanced education and the co-operation of Alberta's post-secondary institutions. Student transfer involves the portability of educational credit among programs. Based on successful completion of studies, students receive transfer credit, where appropriate, upon admission to an educational program in an Alberta post-secondary institution.

VISION

Alberta's post-secondary institutions work cooperatively to provide a transfer system that is responsive to the needs of learners in the matters of admissions, transfer credit, and the recognition of prior learning.

MISSION

The mission of the Alberta Council on Admissions and Transfer is to be a catalyst for beneficial change and an advocate for learners in the areas of admission and transfer to educational programs.

ACAT provides leadership and direction in the improvement and enlargement of educational opportunities for learners through inter-institutional transfer which includes both formal and informal learning experiences.

ACAT also plays an active role in the implementation of these policies through monitoring, mediation and research. Council has a continuing responsibility for facilitating improvement in communications and working relationships across all institutions and programs regarding the admission of transfer students and awarding of transfer credit.

- To carry out its mission, ACAT:
  - Identifies issues and explores resolutions to these issues with stakeholders;
  - Advocates for learners at both a general level through its Principles and a specific level through interaction of ACAT's staff and that of member institutions with learners;
  - Advocates for the acceptance of prior learning assessment and recognition as a path for Albertans to access post-secondary education;
  - Communicates with stakeholders and encourages communication among stakeholders on matters regarding admissions and transfer;
  - Provides a forum for discussion of issues arising out of environmental change and trends related to post-secondary education; and;
  - Conducts research to appropriately inform all participants and stakeholders in the transfer system.
  - Encourage further articulation work and engagement of faculty.

CORE BUSINESSES

Admission:

- Encourage post-secondary institutions to clearly communicate their admission practices and policies.
- Encourage post-secondary institutions to develop, where possible, common terminology.
- Work with Alberta Education to ensure that new high school curriculum articulates with pre-requisites to post-secondary programs.

Transfer:

- Facilitate agreements among post-secondary institutions to acknowledge and recognize appropriate previous learning experience.
- Maintain on-line Transfer Guide and produce annual hard copy Transfer Guide.

Communication:

- Ensure that learners and other stakeholders have timely and accurate information about admission requirements, course and program transfer opportunities, and transfer policies.
- Provide a forum for open and informed inter-institutional discussion of admissions and transfer issues.

Influence:

- Inform and educate Albertans about the benefits of our admissions and transfer system.
- Share with other jurisdictions the benefits of and best practices for maintaining an efficient and effective admissions and transfer system.
- Take a leadership role in proactively influencing public policy.

PRINCIPLES

The Council endorses the following as basic to its purpose and activities:

(a) Student access to higher education and the opportunity for student mobility among institutions of higher education in Alberta shall be optimized.

Barriers to student mobility shall be minimized. The integrity of educational programs and certification must, however, be maintained. A student should not be required to repeat previous learning experiences in which competence has been demonstrated, nor should more transfer credit be granted than previous learning experiences would warrant for successful completion of the program.

(b) Negotiation of opportunities for student mobility shall be based on the recognition that while learning experiences may differ in a variety of ways, their substance may be virtually equivalent in terms of content and rigour.

Insofar as possible, transfer arrangements should allow for maximum recognition of previous learning experiences. The concept of **virtual equivalence** is vital to such arrangements.

(c) Effective academic advising, career counseling and optimum mobility require that the student have prior knowledge of at least the minimum transfer credit which can be awarded.

The *Alberta Transfer Guide* indicates the minimum transfer credit which is available for prior post-secondary educational experience upon admission to a post-secondary institution. Additional transfer credit may be negotiable on an individual basis as assessed by the post-secondary institution.

(d) Individual institutions have the primary responsibility for instructional programs, even though responsibility for higher education is shared among various constituents. The responsibility of institutions includes program design and delivery, determination of academic prerequisites and student admission criteria, and certification of the academic achievement of students.

Regarding student access to institutions and programs, it is to be emphasized that factors in addition to academic prerequisites often are employed as admission criteria. That is, while possession of academic prerequisites makes an applicant eligible for admission, it does not **guarantee** admission to an institution or to a particular program.

(e) Institutions have the responsibility and the prerogative to investigate the total educational background of applicants seeking admission.

Such investigation is intended to determine admissibility and appropriate transfer credit, and to counsel applicants. The relevance and quality of the applicant's most recent educational experiences should be the basis for admissibility and for transfer decisions unless such consideration would unfairly disadvantage the applicant. Differences in earlier preparation should not adversely affect consideration of the applicant. (See Principle "b" regarding **virtual equivalence**.)

(f) Post-secondary institutions are committed to developing and maintaining clearly stated policies and procedures for consideration of transfer credit and to applying them in a consistent manner.

Students should be able to obtain an institution's rationale for a transfer decision, and institutions should have clear procedures for a student to obtain a review of a transfer decision. The clear and transparent nature of transfer of credit is reflected in the *Alberta Transfer Guide*.

(g) After students are granted admission to an institution under a transfer arrangement, they shall be granted the same rights and privileges as students who began their studies at the institution.

(h) Post-secondary institutions are committed to promoting and increasing awareness of the transfer system in an effort to proactively influence public policy.

All institutional members of Alberta's transfer system have endorsed Council's principles and endeavour to apply them with respect to transfer within the province, regionally and nationally.

SIGNIFICANT OPPORTUNITIES AND CHALLENGES

Albertans expect a learner-centered post-secondary system that is provided through a collaborative and cooperative approach, known as Campus Alberta. ACAT and the transfer system are critical to facilitating the various components to meet the needs of Albertans wishing to pursue post-secondary studies and to realize the vision of Campus Alberta.

The following opportunities and challenges could impact ACAT's ability to achieve its goals. ACAT examines these drivers to determine the appropriate strategies and initiatives that will enhance and improve educational opportunities for learners.

Campus Alberta

Advanced Education and Technology is committed to realizing the Campus Alberta model, and ACAT is uniquely poised to further this vision. ACAT's membership includes all public post-secondary institutions in Alberta, as well as private institutions with approved degree programs and other private institutions, including Aboriginal colleges. ACAT membership also includes students and public representatives. This broad representation across the post-secondary system ensures that ACAT is able to keep the needs of all Alberta learners in the forefront.

ACAT's new governance structure and its Mandate and Roles document must align ACAT with the vision of Campus Alberta and Campus Alberta Administration (CAA). In doing so ACAT will be able to take a leadership role in enhancing the concept of Campus Alberta and supporting the implementation of the CAA while at the same time ensuring that a learner-centered approach is at the forefront.

Changing Landscape of the Post-Secondary System

In 2007-08, Alberta adopted the *Roles and Mandates Policy Framework* (RMPF) which brought change to the post-secondary system by defining the publicly-funded post-secondary institutions into six sector categories. As a result of the newly defined institution roles, some colleges and technical institutes may expand the number of baccalaureate degree programs they offer.

One of the cornerstones of the RMPF is the Alberta Access Planning Framework which requires institutions to plan program delivery around the social, cultural, and economic needs of their region and the province. There is greater focus on ensuring the post-secondary system can meet the educational and training needs of the labour market through a collaborative approach.

In addition to the implementation of the RMPF, economic changes have led to increased enrollments at many of Alberta's post-secondary institutions putting greater demands on the Transfer System. The implementation of the PLAR Action Plan may also place demands on the publicly funded post-secondary institutions to build capacity in their PLAR practices.

This evolving system in Alberta along with growing enrolments mean a greater diversity of options for learners and more complex implications for the traditional transfer model.

Career Laddering

As Albertans pursue career paths that require further learning, more progression opportunities (such as block transfer agreements) would provide expanded opportunities for career laddering among certificate, diploma, and degree programs. At the same time, there is a need to be cognizant of students who do not complete the entire block of courses to ensure that the coursework they have successfully completed is assessed so that they do not have to repeat learning.

To recognize the benefits of career laddering, a research project examining existing case studies is being conducted. This project will examine the challenges and opportunities increased transfer options offer and establish best practices. The project report will be completed by February 2010.

Articulation Committees

Alberta's transfer system is built upon collaborative relationships between post-secondary institutions. One mechanism used to foster the collaborative environment which exists in Alberta is articulation committees. Articulation committees bring program heads, faculty, and Alberta Education, in a given area of study, together to exchange information and discuss issues related to admissions and transfer. This builds collegial relationships between colleagues from within a given discipline which leads to increased cooperation. Occasionally urgent issues arise that require the formation of an articulation task group. Articulation task groups are formed to quickly address issues which are time sensitive and require recommendations to Council.

To further grow these relationships within disciplines ACAT has established an articulation sub-committee. The sub-committee has been tasked to research the success of Alberta's existing articulation committees and examine the British Columbia Council on Admissions and Transfer (BCCAT) articulation model. This research will be used to enhance Alberta's articulation model and increase the number of articulation committees.

Learning Outcomes

The Bologna Process and the Copenhagen Process are European frameworks designed to promote mutual trust, transparency, and recognition of competencies and qualifications to increase mobility and to facilitate access to lifelong learning.

The Bologna Process is focused upon higher education delivered at the College and University level while Copenhagen Process applies to programs at the vocational and technical institutions. A major goal of the Copenhagen Process is to make vocational training easily understood by employers. Achieving this is deemed to be a key factor in developing a stronger European skilled labour force.

In Europe, learning outcomes describe what a learner is expected to know, understand and be able to do after successful completion of learning. Learning outcomes emphasize the link between teaching, learning and assessment.

The European Credit Transfer and Accumulation System (ECTS) is the credit transfer system for higher education used by the 46 signatory countries engaged in the Bologna Process. Amongst other objectives, the Bologna Process aims at the establishment of a system of credits as a proper means of promoting the most widespread student mobility. A similar process for vocational education called the European Credit System for Vocational Education and Training (ECVET) is designed to promote better comparability, compatibility and mobility for these students as well.

As ACAT strives to move the Alberta Transfer System toward a learning outcome based approach, these frameworks offer insightful models. ACAT has committed to examining and incorporating strategies from both as Alberta's system evolves.

Non-linear transfer (reciprocal agreements and sending & receiving)

The traditional transfer system is becoming less linear and more fluid. Trends are showing that learners are taking multiple paths through the system. Not only are learners moving from colleges and technical institutes to universities, they are also moving between all sectors. With the changing post-secondary system, these types of movements by learners are only expected to increase and become more varied. To recognize this trend there is an opportunity to develop mechanisms that facilitate reciprocal agreements to recognize the fluidity of the learner.

Careers and Lifelong Planning

Career pathways are educational processes that develop an individual's life and work competencies to enable them to make informed choices about future educational and career opportunities. The intent is to move the individual more easily from schooling into satisfying life and work roles. Lifelong learning initiatives recognize that adults continue to need education and training for personal and career goals throughout the course of a lifetime. As the secondary system becomes more involved in intensive career planning and responding to lifelong learning needs, and as learners begin to request increased access to recognition for their prior learning, the admissions and transfer system will need to respond appropriately.

Student Advising

There is a continuing challenge to provide effective program advising information to prospective students about admission requirements, transfer credits, and the potential for PLAR assessment. Learners applying for admission to an institution require access to timely and accurate information about the options that may be available to them in the program of study in which they are interested. Learners are also becoming more technologically advanced and are processing information in a different way. It is important that marketing materials and information targeting learners are designed and modernized in order to meet their needs.

STRATEGIC PRIORITIES 2009-2012

ACAT has identified strategic priorities to respond to the significant opportunities and challenges influencing its ability to achieve its goals and strategies for 2009-2012. Through its review of internal and external challenges, the strategic priorities described below have been identified and will be worked on concurrently. These are in addition to the important ongoing core businesses of ACAT.

ACAT's Governance Structure and Mandate

In support of taking a leadership role in advancing the Campus Alberta vision and to ensure alignment with the *Roles and Mandates Policy Framework* and the *Public Agencies Governance Framework*, ACAT is completing its Mandate and Roles and Code of Conduct while preparing to implement its competency based governance model. These steps will ensure ACAT is in the best possible position to fulfill its future goals and remains focused on the needs of learners.

Service to Learners

ACAT will focus on enhancing its communication mechanisms and marketing information to ensure that the information provided meets the needs of today's learner. ACAT will ensure that secondary to post-secondary admission issues are addressed and post-secondary to post-secondary transitions are seamless. Clear information will be provided to high school students to help them select appropriate courses to meet entrance requirements of post-secondary programs and provide information to post-secondary students to assist them in planning further education.

Policy Development & Research

ACAT will enhance its profile to reflect its role as a representative voice in policy development for the advanced education system on items related to admissions and transfer. ACAT will perform research and develop mechanisms to identify learner needs, to inform the admissions and transfer system, and measure the achievement of ACAT's goals. ACAT will provide policy direction in such areas as career laddering and reciprocal agreements.

Recognition of Prior Learning

ACAT is currently implementing the *Prior Learning Assessment and Recognition (PLAR) Action Plan* which was released in October 2008. ACAT is collaborating with the publicly funded post-secondary institutions to build capacity for PLAR in Alberta's advanced education system.

National Leadership

As a leader in admissions and transfer, ACAT will continue to promote the excellence of Alberta's transfer system, recognize the mobility of students, and continue to work with other jurisdictions in Canada through participation in bodies such as the Western Consortium on Admissions and Transfer (WestCAT) and the Pan-Canadian Consortium on Admissions and Transfer (PCCAT).

CORE BUSINESSES, GOALS, STRATEGIES, AND MEASURES

ACAT has identified four goals with specific outcomes that describe the end results it wants to achieve in fulfilling its mission.

Core Business One: **Admission practices and policies at post-secondary institutions are clearly articulated.**

ADMISSION

GOAL 1 **Facilitate the development, maintenance and communication of fair and equitable admission practices and policies at post-secondary institutions.**

Outcomes

1.1 Students make smooth transitions from secondary to post-secondary and post-secondary to post-secondary studies.

1.2 Students have improved access to information on admission policies at institutions.

Strategies and Key Initiatives

Strategy 1A – Promote smooth transitions as students move from high school to post-secondary programs and from one post-secondary program to another.

Key Initiatives

- Establish an Articulation Sub-Committee to review the current articulation committees in Alberta, investigate the BCCAT Articulation model, establish best practices for the formation of new articulation committees and expand articulation committees in Alberta.
- Establish two new task groups in the disciplines of Nursing and Engineering Technology.
- Collaborate with the appropriate Ministries and stakeholders to improve secondary to post-secondary articulation.
- Continue with existing articulation committees (e.g., Biological Sciences, Indigenous Language, Computing Science, Engineering, Mathematics, and Second Languages).

Strategy 1B – Promote increased access to clear information on admission practices at post-secondary institutions.

Key Initiatives

- In collaboration with post-secondary stakeholders, explore opportunities to determine whether materials that outline requirements for admission might be more consistently presented and more clearly communicated to learners and parents.
- Continue to consult with the Provincial Academic Upgrading coordinators and publish charts outlining acceptance of upgrading courses for admission to post-secondary programs.

Performance Measures

Outcome 1.1

- Articulation Sub-Committee to develop an enhanced model of articulation in Alberta.
- Continue to work towards successful articulation of courses in Indigenous Language, Computing Science, Mathematics and Second Languages.
- Maintain successful articulation of courses in Engineering and Biological Sciences.

Outcome 1.2

- Resources are updated to ensure clear and consistent present admission practices.

Core Business Two: **Facilitate agreements among post-secondary institutions to acknowledge and recognize appropriate previous learning experience.**

TRANSFER

GOAL 2 Learners receive appropriate educational credit as they transfer from one Alberta program to another.

Outcomes

2.1 The student transfer system is effective and efficient.

2.2 Capacity for prior learning assessment and recognition (PLAR) is increased in the publicly funded post-secondary institutions.

Strategies and Key Initiatives

Strategy 2A – Develop and enhance system-wide principles, policies, and procedures to continuously improve the student transfer system.

Key Initiatives

- Provide member institutions with "Letters in Good Standing" concerning their performance within Alberta's Transfer System in order to identify where the ACAT Secretariat can provide additional support.
- Encourage institutional partners to negotiate course transfer agreements where appropriate.
- Encourage partners to develop program or block agreements that ladder from one credential to another.
- Explore the opportunities for institutions to establish reciprocal agreements.
- Enhance transfer, with an emphasis on quality, by developing a process and criteria to maintain the quality of the transfer system (e.g. continued work on Best Practices in Transfer).

Strategy 2B – Monitor the effectiveness of the transfer system.

Key Initiatives

- Collaborate with partners to produce the annual Transfer Patterns Study.
- Continue to ensure transferability is a consideration as new degree programs are developed, by communicating with the Campus Alberta Quality Council.
- Conduct research on course and program transferability to inform ACAT's work and to make improvements to the transfer system for the benefit of learners (e.g. Learner Progressions Project).
- Explore research or evaluative mechanisms to determine the quality of the transfer experience and the success of transfer students.
- Propose a mentoring model whereby experienced Contact Persons would provide mentorship to new Contact Persons.

Strategy 2C – Ensure the continuing accuracy of transfer agreements.

Key Initiatives

- Continue collaboration with institutional Contact Persons to review transfer agreements for inclusion in the *Alberta Transfer Guide*.
- Establish guidelines and review currency of agreements reflected in the *Alberta Transfer Guide*.

Strategy 2D – Begin implementation of Alberta's PLAR Action Plan.

Key Initiatives

- Meet with key stakeholders at the publicly funded post-secondary institutions to assess Alberta's existing capacity for PLAR and identify barriers to increasing capacity for PLAR.
- Develop and implement a communications strategy to increase awareness about PLAR.
- Provide professional development opportunities for PLAR stakeholders.
- Represent Advanced Education and Technology on the pan-Canadian Strategic Advisory Panel on Recognition of Prior Learning.

Performance Measures

Outcome 2.1

- Increased number of course transfer agreements negotiated annually.
- Increased number of program or block agreements are negotiated annually that ladder from one credential to another.
- A Case Studies or Best Practices document is developed for institutions to promote increased learner progression opportunities (e.g., block transfer).
- The percentage of graduates, who were transfer students, satisfied with the credit transfer received.
- Institutions indicate increased frequency of reviews of agreements.

Outcome 2.2

- A report is written summarizing data collected at the PLAR institution meetings.
- The PLAR communications strategy is implemented.
- Stakeholders participate in and are satisfied with PLAR professional development.

Core Business Three: **COMMUNICATION**

Ensure that learners and other stakeholders have timely and accurate information about institutions' admission requirements, course and program transfer options.

GOAL 3

Learners have access to current, accurate information on admissions and transfer policies as well as course and program transfer opportunities and are aware of the benefits of the admission and transfer system.

Outcomes

3.1 Information to assist high school and potential transfer students is available.

3.2 Albertans are aware of the benefits of Alberta's admissions and transfer system.

Strategies and Key Initiatives

Strategy 3A – Provide information to support students transferring to Alberta institutions so they can make informed decisions as they plan their studies.

Key Initiatives

- Continue to work with institutional partners to produce an annual compilation of all transfer agreements.
- Continuously update the database that is accessible through the *Online Alberta Transfer Guide* and improve the online help available on the website.
- Encourage stakeholders to link to www.transferalberta.ca to access the *Online Alberta Transfer Guide*.
- Continue to provide the Transfer Infoline service.
- Publish program advising charts for selected subject areas.
- Implement initiatives identified in the communication plan.
- Hold learner focus groups to determine gaps and enhance support for students transferring among Alberta institutions.

Strategy 3B – Provide information to support Alberta students transferring to other jurisdictions.

Key Initiatives

- Publicize the *Online Alberta Transfer Guide* and the *Alberta Transfer Guide* beyond the province.
- Survey institutions to gather information on which out-of-province institutions they have entered into formal transfer agreements with and publish that information.

Strategy 3C – Provide information to support admission of high school and transfer students from other provinces applying to Alberta post-secondary institutions.

Key Initiatives

- Continue to produce advising charts to support admission of high school students from other provinces applying to Alberta post-secondary institutions.
- Explore the feasibility of providing information on transfer agreements between Alberta institutions and those of other jurisdictions.

Strategy 3D – Educate students and other stakeholders about the benefits of the Alberta admissions and transfer system.

Key Initiatives

- Continue to have the Chair and Secretariat participate in and present at conferences and workshops, and to raise general awareness of ACAT and the *Alberta Transfer Guide*.
- Encourage high school principals to include information about the admissions and transfer system and a link to ACAT's website on their school website.
- Continue to have an ACAT representative meet with the executives of the Alberta Student Executive Council (ASEC) and the Council of Alberta University Students (CAUS) on a regular basis.
- Continue ACATs involvement in projects, such as the Raising Awareness of Planning for Post-secondary Studies (RAPPS) initiative and Learning Clicks.
- Enhance relationships with First Nations Colleges to expand transfer opportunities for Aboriginal learners.

Performance Measures

Outcome 3.1

- Number of institutions that negotiated transfer agreements for publication in the *Alberta Transfer Guide*.
- Number of inquiries received through the Transfer Infoline service (e-mail, telephone and other).
- Migrate www.transferalberta.ca to ALIS website and implement new search tool.
- ACAT webtrends are posted quarterly.
- ACAT brochures and other targeted informational materials are re-designed, produced and distributed.

Outcome 3.2

- Number of presentations made at conferences, workshops, career fairs and within Alberta Advanced Education and Technology to raise general awareness of ACAT.
- Number of meetings with the executives of ASEC and CAUS.
- Demonstration of further development of relationship with First Nations Colleges for the benefit of Aboriginal learners.

Core Business Four: INFLUENCE

Influence policy related to admission and transfer issues, including assisting and advising other jurisdictions about the procedures for and benefits of establishing and maintaining an efficient and effective admissions and transfer system, and providing a forum for inter-institutional discussion of admissions and transfer issues.

GOAL 4

ACAT furthers the vision of Campus Alberta and is the recognized leader on policy issues related to the admissions and transfer system in Alberta, as well as serving as a model for other jurisdictions.

Outcomes

4.1 ACAT demonstrates a leadership role in enhancing the concept of Campus Alberta and Campus Alberta Administration province-wide while at the same time ensuring that a learner-centered approach is at the forefront.

4.2 Reinforce ACAT as the representative voice in policy development for the advanced education system on items related to Alberta admissions and transfer.

4.2 Alberta post-secondary institutions have a forum for open and informed inter-institutional discussion of admissions and transfer issues.

4.3 Provide advice and assistance to promote inter-provincial portability of courses and programs.

Strategies and Key Initiatives

Strategy 4A - Position ACAT to be a leader in furthering the Campus Alberta vision.

Key Initiatives

- Complete ACAT's *Mandate and Roles* document and *Code of Conduct* to align with Campus Alberta.
- Implement new ACAT governance model.
- Provide timely advice to the Minister on transfer and admissions issues.
- Connect to Alberta Post-Secondary Application System (APAS) initiative to ensure that learner's admission and transfer needs are met as APAS develops.

Strategy 4B – Conduct research and provide policy advice to Advanced Education and Technology and the advanced education system on items related to admissions and transfer.

Key Initiatives

- Engage in research of benefit to the learner and the advancement of the Alberta transfer system.
- Develop policy positions on issues related to admissions and transfer (e.g., reciprocal agreements) and communicate them to stakeholders.
- Provide timely advice to the Minister on issues related to admissions and transfer as they arise.

Strategy 4C – Provide a forum for open and informed inter-institutional discussion of admissions and transfer issues.

Key Initiatives

- Provide an opportunity for discussion at ACAT meetings.
- Provide an opportunity for member institutions to influence the strategic direction for ACAT.
- Ensure the host institution at ACAT meetings has an opportunity to make a presentation on their institution.
- Improve channels of communication between Council and the Contact Persons.
- Conduct site visits with member institutions to gain an understanding of their challenges and encourage dialogue about opportunities for further development of Alberta's admission and transfer system.
- Assist in the maintenance of the Contact Persons' listserve as a communication medium.
- Hold a Contact Persons' meeting annually.
- Post ACAT's admission and transfer information and activities on the Contact Persons' website.

Strategy 4D – Advocate for the provincial transfer system nationally and work to enhance national/provincial connections.

Key Initiatives

- Participate in discussions and consultations related to the national portability of courses.
- Share information nationally on Alberta's best practices with respect to its admissions and transfer system.
- Attend and/or present at provincial, national and international meetings and conferences on credit transfer and PLAR.
- Continue to support the Western Consortium on Admission and Transfer (WestCAT) whose primary objective will be to promote transferability and portability of courses and programs between British Columbia, Alberta, and Saskatchewan.
- Implement and promote the BC Institution policy to Alberta member institutions to initiate credit transfer agreements between the two jurisdictions.
- Promote membership in PCCAT and attendance at the Annual General Meeting to enhance institutions awareness of other province's best practices and transfer systems.
- Participate in the planning committee for the annual general meeting of PCCAT in June 2010.
- Continue to support the Pan-Canadian Consortium on Admission and Transfer whose primary objective will be to promote transferability and portability of courses and programs across Canada.
- Chair (Janice Park – Director ACAT Secretariat) the CMEC Credit Transfer Working Group.

Performance Measures

Outcome 4.1

- ACAT's mandate and new governance structure is implemented to position ACAT as a leader in furthering the Campus Alberta vision.

Outcome 4.2

- Policy positions developed on key issues facing the Alberta transfer system and communicated to stakeholders.
- Increased research activity of ACAT.

Outcome 4.3

- The percentage of institutional representatives satisfied with the work of the Council (ACAT) and the transfer system.
- Contact Persons meeting held annually and website maintained.

Outcome 4.3

- Number of national and international meetings and conferences on credit transfer and PLAR attended.
- Participation in and support of the Western Consortium on Admissions and Transfer (WestCAT).
- Participation in and support of the Pan-Canadian Consortium on Admissions and Transfer (PCCAT).
- Working relationships are further developed with BCCAT and SaskCAT.